



## **Committee Meeting Minutes**

### **Wednesday, November 2, 2011**

### **Conference Call**

Committee Members Present: Lindy Harmon, Committee Chair, Nancy Reed, Diane Hatfield, Jean Odum, Judy Embry, Lena Wilson, Jacqueline Hansen, Johnny Collett, Lynne Smith

Additional Attendees: Kim Willhoite

The meeting began at 8:02 a.m. with a roll call of the members present.

The committee discussed the purpose for the meeting and the need to make a recommendation to KDE around the possibility of narrowing the number of intervention programs. The 4 most widely used programs were discussed: Reading Recovery, Reading Mastery, Soar to Success and Early Success, and Small Group Instruction.

The committee discussed the implications of recommending particular programs based on the limited research that we have available. The committee also discussed the professional development of the interventionists and the need for highly effective teachers to serve in the role of RTA teacher. At the spring committee meeting the committee would like to explore a more defined definition of what it means to be highly trained and highly effective. The Characteristics of Highly Effective Teaching and Learning (CHETL) document will be a reference for the committee as well as the teacher effectiveness rubric.

The concern of the cost schools and districts may have to shoulder based on the decision to narrow the number of programs was discussed and the committee did not want them to be negatively impacted.

Currently there are over 50 different intervention programs being used by RTA teachers. RTA teachers are using more than 1 program in many of the RTA schools.

The committee made 3 recommendations to KDE after their discussion. The recommendations specifically focus on the intervention programs, highly effective intervention teachers, and funding. Diane Hatfield made a motion to accept the 3 recommendations and Jean Odum seconded. The motion passed unanimously.

Read to Achieve Steering Committee Recommendations to the Kentucky Department of Education:

1. Read to Achieve would be a stronger initiative if the Kentucky Department of Education would consider a process to focus the research-based interventions.
2. Emphasize on-going professional development opportunities to develop and nurture highly effective Read to Achieve Intervention Teachers.

3. The Kentucky Department of Education should request, through the legislative process, to restore the Read to Achieve Initiative to the original funding or increase funding to ensure that the Read to Achieve Interventionists are highly trained and effective.

The meeting adjourned at 9:05 a.m.